**KPrep – 2nd Grade (No Kornegay)**

**Hall Greeting** (So Mi) Hello, Ms. Power’s Class; ….

* **Beat** Beat in Feet to Circle (*???)*
* **Rules** "Frere Jacques" 1! Hands to myself, hands to myself; 2! Raise my hand to speak or to leave seat; 3! Listen and take part; 4! Be very smart; 5! Give my teacher a happy, happy heart

**Group / Solo Singing** “Hello, Na - me” PUMPKIN

***Hello Freddie*** (tune of “Where is Thumbkin?”)

**Teacher Sings Class Responds**

**Hello, Freddie**  *Hello Freddie*

**Who are you?** *Who are you?*

**We are friends of Freddie**. *We are friends of Freddie.*

**How are you?** *We are fine.*

* Play Freddie’s song & game - Froggy Went a Courtin’ – hold hands and walk around in circle “to the beat.”
* Play Eli’s song & game - Hokey Pokey
* Then show flashcards and kids call out different character names or events that happened.
* Second time: show flashcards and see if kids can do note names (for Kindergarten, tell them)

***Freddie the Frog and the Mysterious Wahoooooo --*** introduce book using CD and props (about 12 minutes on the CD)

As props appear in story, place in middle of circle. When story is over, discuss events in the story and order in which they happened.

**Filler:** Divide class into 2 groups. Slowly & on a steady beat, get group 1 to be “Tick-tockers,” group 2 = “Hickory Dickory Dockers.” Start Tick-Tockers first. Start Hickory’s on “Tick,” sit back, and let the kids “perform” for you. Then sway groups.

**Line-up Song** “*Adam Family” My toes are pointing forward, my fingers’ pointing downward…*

**“Good-bye Ms. Powers’ class…”**

**Kindergarten (Powers ONLY)**

**Hall Greeting** (So Mi) Hello, Ms.\_\_\_\_\_\_\_\_\_' Class;

* **Beat** Beat in Feet to Circle (*Sousa\_King\_Cotton)*
* **Rules** "Frere Jacques" 1! Hands to myself, hands to myself; 2! Raise my hand to speak or to leave seat; 3! Listen and take part; 4! Be very smart; 5! Give my teacher a happy, happy heart
* **Sing Attendance** Practice a few times with whole group first.
* **Group / Solo Singing** “Hello, Na - me” PUMPKIN

**Rhythm/Melody *The Music Man*** *Poster & Muffins in a basket & sticky tack*

*Oh, do you know the muffin man, the muffin man, the muffin man? Oh, do you know the muffin man who lives in Drury Lane?*

Learn song. Present Muffin Man Chart (begin with one muffin in each plate). Teacher keeps pulse while point to each plate (L to R, top to bottom); students say “yum” for each muffin. Use the chart as an 8-beat interlude for the song. Give several students a turn at pointing at the muffins.

**Game:** Choose a student to remove one muffin. When the student point to each plate, the class says “yum” if a muffin is on the plate; otherwise, the class is silent (preparation for introduction of quarter rest in next week or so). Repeat game, allowing several students the opportunity to remove a muffin.

**Labeling Ta *I Think Music’s Neat Whiteboard*** *Standing in line at whiteboard*

*I think music’s neat. I can keep a steady beat.* 1 2 3 4 5 6 7 9.Recite several times, changing the verb (sing, whisper, and then DRAW). Divide class into 3 lines, each leader with a marker. All say poem & leaders notate steady beat – while counting, pass marker to next person in line. Pause occasionally to erase board. ASSESS each child.

Label the beat as Da; students speak “Da” as teacher point to each beat. Chose a few students to point to the steady beats while the class speaks “Da.”

**Rhythm *Saw, Saw, Saw Away March*** *Back to Circle Spots* (teacher recites I Think Music’s Neat) *Saw, saw, saw away. We will build a house today.* Speak text while sawing to show pulse (both hands for bilateral movement). Students brainstorm additional verses (pound, paint, drill, etc.)

***Hello Freddie*** (tune of “Where is Thumbkin?”) K=unison; 1=2-pt round; 2=3-pt round

1. **Hello, Freddie**  *Hello* ***Freddie* 2) Who are you?** *Who are you?*
2. **We are friends of Freddie**. *We are friends of Freddie.* 4) **How are you?** *We are fine.*

First, play Freddie’s and Eli’s songs (Froggy Went…. Hokey Pokey). Then show flashcards and kids call out different character names or events that happened. Second time: show flashcards and see if kids can do note names (for Kindergarten, tell them)

**Rhythm / Form *Itsy Bitsy Spider*** *Carly Simon from Coming Around Again*

Students copy teacher while listening to the recording. Perform the following:

1. *Alternate touching pinky of one hand to thumb of other*
2. *Wiggle fingers in downward movement*
3. *Draw large circle in air to represent sun*
4. *Same as 1*

Tap different body parts to pulse during interludes and other text, changing at the end of each phrase.

**Echo Song** See You Later – iPod **Line-up Song** My toes are pointing forward, my fingers **So Mi Good-bye**

**3rd Grade (Keeton & Goss)**

**Hall Greeting** Hello, Ms.\_\_\_\_\_\_\_\_\_' Class; get/put their recorders under chair

* **Beat** Beat in Feet to Chairs (*Te Ve Orez*) – remain **standing!** – Recorders under chairs.
* **Rules** "Frere Jacques"

1! Hands to myself, hands to myself;

2! Raise my hand to speak or to leave my seat;

3! Be very smart

4! Listen and take part;

5! Give my teacher a happy, happy heart

* **Sing Attendance** Practice a few times with whole group first.

**Recorders (Leave 25 minutes for Freddie stories!)**

* Reminder: proper way to pick up recorder; Recorder positions: sleep (floor); nap (lap); rest (L knee); play (lips – 45 angle); candle breathing; cover holes tightly to create a circular indentation on the pad of each finger
* Play 4-beat rhythms on B and then on A, then on G.
* ***Hot Cross Buns*** – Echo play one measure at a time, then 2 measures, etc.
* Extension – choose volunteers to act as soloists – class echos

**Music Theory**

**Freddie the Frog** – Thump in the Night – play story from CD (Tracks 1, 2) – almost 13 minutes

**Freddie the Frog** – Mysterious Wahoo – play story from CD (Tracks 7, 8, 9) – 10+ minutes

**Echo Song** See You Later – Pick someone that’s never done it to be the “leader” – sing again with new leader if there’s time.

**Line-up Song** "*Adams Family"* My toes are pointing forward,

my fingers pointing downward.

My lips are zipped together and now I'm in a line!

Show me a line (snap/clap 2x),

Show me a line (snap/clap 2x),

Show me a line ... that would be fine ... show me a line (snap/clap 2x).

**Chorus Day 1**

**Call:** "Good morning, Chorus." **Response:** "Good morning, Mrs. Denham."

**Breathing Exercise:** 1) Deep breath in (blow up balloon), hold it, slow release. 2) Deep breath in - release with "yawning" Ahhhhh starting on G

**Warm-ups:** 1)*Mommy Made Me Mash My M&Ms – Oh My!*

2) *Silent Night*

**Sing Attendance.**

**Rules** "Frere Jacques" 1! Hands to myself… **Round** = pairs – when pair is finished sing “happy, happy heart” (**on So – Do)** until last group finishes

**Rhythm 4 Beat Rhythm Patterns –** say then clap.

**Christmas** ***Christmas is Coming*** Speak & Clap in rhythm.

***The Three-Minute Nutcracker***  Sing.

***Beautiful Star of Bethlehem*** Sing.

**Santa’s Holiday Hoedown**

*Goin’ to Branson* (NorthPoleGang+offstage)

*We’re Not Reindeer* (RD + 4th Grade Ch)

*Silent Night* (Trio + ALL)

*Elves Lives* (Elves + 4th Grade Ch)

*I Ain’t No Willie Nelson* (Santa + ALL)

*Will Santa Come Through?* (Mrs. C + ALL)

*Santa’s Holiday Hoedown* (ALL)

*Reprise (Curtain Call)*

**Echo Song** – *See You Later (ipod) See you later, Alligator. After while, Crocodile. See you later, Mashed Potater. See you soon, Macaroon. Say good-bye, Pumpkin Pie. Toodle-oo, Kangaroo. Catch you later, Operator. Adios, cinnamon toast. See you later.*

**Line-Up Song** - "Adams Family" My toes are pointing forward, my fingers pointing downward. My lips are zipped together and now I'm in a line! Show me a line (snap/clap 2x), Show me a line (snap/clap 2x), Show me a line ... that would be fine ... show me a line (snap/clap 2x).

**Good-bye Rhythms** – on cards

**Good-bye** - Sing “Good-bye Chorus” - wait for response

**Filler:** From 3Recorder.wikispaces.com B A G Note Recognition – go through it once as a class, then around the circle then play “Around the World” (1st 2 students stand up - 1st to get note moves to next student – “loser” sits. Keep going around the circle until everyone has had a chance.)

**Chorus Day 2 – 4th Grade**

**Call:** "Good morning, Chorus." **Response:** "Good morning, Mrs. Denham."

**Breathing Exercise:** 1) Deep breath in (blow up balloon), hold it, slow release. 2) Deep breath in (blow up balloon), slowly release with ssssss (snake) following direction

**Warm-ups:** 1)Pitch Exploration Patterns Powerpoint

2) Silent Night

**Rules** "Frere Jacques" - 1! Hands to myself, hands to myself;

2! Raise my hand to speak or to leave my seat;

3! Be very smart

4! Listen and take part;

5! Give my teacher a happy, happy heart

Round = pairs – when pair is finished sing “happy, happy heart” (**on So – Do)** until last group finishes

**Sing Attendance** Teacher sings with class for first month.

**Christmas** ***Christmas is Coming*** Sing.

***The Three-Minute Nutcracker*** Sing.

***Beautiful Star of Bethlehem*** Sing.

**Santa’s Holiday Hoedown**

*Goin’ to Branson* (NorthPoleGang+offstage)

*We’re Not Reindeer* (RD + 4th Grade Ch)

*Silent Night* (Trio + ALL)

*Elves Lives* (Elves + 4th Grade Ch)

*I Ain’t No Willie Nelson* (Santa + ALL)

*Will Santa Come Through?* (Mrs. C + ALL)

*Santa’s Holiday Hoedown* (ALL)

*Reprise (Curtain Call)*

**Echo Song** – ***See You Later*** (ipod) See you later, Alligator. After while, Crocodile. See you later *M*ashed Potater. See you soon, Macaroon. Say good-bye, Pumpkin Pie. Toodle-oo, Kangaroo. Catch you later, Operator. Adios, cinnamon

toast. See you later.

**Line-Up Song -** "Adams Family" My toes are pointing forward, my fingers pointing downward. My lips are zipped together and now I'm in a line! Show me a line (snap/clap 2x), Show me a line (snap/clap 2x), Show me a line ... that would be fine ... show me a line (snap/clap 2x).

**Good-bye Rhythms –** on cards

**Good-bye** - Sing “Good-bye Chorus” - wait for response

**Note Recognition Filler:** From 3Recorder.wikispaces.com **B A G Note Recognition** – go through it once as a class, then around the circle then play “Around the World” (1st 2 students stand up - 1st to get note moves to next student – “loser” sits. Keep going around the circle until everyone has had a chance.)